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ABSTRACT

Three tasks are involved in acquiring and developing quality teachers to educate deaf students: hiring, evaluation, and inservice training. The section on "Teacher Hiring" focuses on developing an applicant pool, screening applicants, interviewing, and selecting the new hire. The next section, "Teacher Evaluation," outlines key principles of an evaluation plan and identifies such evaluation elements as developed objectives, observations, and summary conferences. "A Comprehensive System of Personnel Development" deals with identifying staff development needs in the areas of curriculum and instruction, educational management, behavior management, student development, professional development, and student diagnosis and assessment. Appendix A contains a copy of a guide for hiring teachers of the sensory impaired, developed by the Nebraska State Department of Education's Division of State Schools for the Sensory Impaired. Forms are included for interviewing job applicants and for interviewing references supplied by applicants. Appendix B comprises a copy of the evaluation policy and procedures of the Nebraska Schools for the Sensory Impaired. Forms are included to assist in: developing teacher-centered objectives to improve teaching performance, reporting on classroom observations, and summarizing end-of-year teacher performance. Appendix C includes personnel development procedures of the Nebraska Schools for the Sensory Impaired and a staff development survey form. (JDD)

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TEACHER HIRING, EVALUATION, AND INSERVICE TRAINING

A PRESENTATION

TO THE

1987 JOINT MEETING
of the
CONVENTION OF AMERICAN INSTRUCTORS
OF THE DEAF
and the
CONFERENCE OF EDUCATIONAL ADMINISTRATORS
SERVING THE DEAF, INC.

by
Robert C. Kellogg, Ed.D.
Nebraska Department of Education

New Mexico School for the Deaf
Santa Fe, New Mexico
June 28-July 2, 1987

I. TEACHER HIRING

Teachers are an important commodity in present day education of the deaf. They are the motor that runs the system. Without good quality teachers, it would be very difficult indeed to provide excellent education to our students.

There are three important tasks that are necessary components of a comprehensive process leading to excellence. These are: A) teacher hiring, B) teacher evaluation, and C) teacher inservice training. Each of the subsections of this paper are elements that are part of a triangle of expectation which leads to quality education.

There are a number of procedures used at the Nebraska School for the Deaf for recruiting and selecting teachers. You know, of course, that having an English teacher vacancy requires a certain kind of individual. Certification is a part of that individual's repetoire of skills of course. There are a number of other parameters that one must look at as well.

The shaping of a teaching force is a clear goal. During the Rubella boom times, programs for the deaf scrambled hard to find enough teachers to work in the classrooms of America. Now, the proliferation of programs and classrooms for the deaf have signaled another expanding market phase in this area.

There have been a number of studies done which help ascertain the qualities that make a good teacher of the deaf (Scott, 1983; Sass-Lehrer, 1983). A number of good plans exist for hiring first-rate teachers (Herman and Stephens, 1987; Goldstein, 1986) which can help in the selection of teachers. We have also attempted to follow certification patterns (Woehler, 1983) and teacher preparation programs as predictors of quality.

The "Teacher Hiring Guide" at the Nebraska Schools for the Sensory Impaired is a hands-on template to guide recruitment, screening, interviewing, and selection of new teaching staff. This guide may help you change the way in which you recruit, screen, interview, and select teachers. Some of these changes could be minor while others would be of a more major nature.

In this guide, we have developed a procedure to follow in developing an applicant pool. Although the state of Nebraska is primarily rural, Omaha would be considered a metropolitan location. Obviously, we would post through formal channels at teacher training programs and other residential schools. We also explore informal channels. Members of our staff have, for example, led us to other quality individuals which have helped fill existing vacancies.

The screening of applicants is used to cull the applicant pool down to three to five candidates for each position. Inviting these people in for an interview is time-consuming for both staff and the candidate. It is important that the hiring decision be the best one.

The screening procedure is a sorting process. There is a physical sorting process in which candidates are divided according to their qualifications. We also look for past experience in teaching and doing I.E.P.s as well as appropriate certification and experience. A review of transcripts and work history are key parts of the process. The screening of certification in deaf education and other fields, particularly in programs with multiply handicapped students, becomes an important exercise. The gathering of further information is also important.

Telephone screenings can be an important parameter of the screening process. Sometimes a conversation with the candidate will provide you with invaluable information before both of you spend time meeting face to face. This pre-screening process also calls for doing preliminary reference checks. This preliminary reference check is a powerful tool for you which allows you to gain both objective and subjective information about potential teachers. (In Appendix A is a copy of a reference interview form.)

The next step in hiring is an interview. A series of questions have been developed and are also provided to you in Appendix A. The starting point was a series of questions obtained from past interview experiences used at the State Schools and from <u>other interview sources</u>. These questions were reviewed and revised to improve relatedness. New questions were added to assure coverage of all duties and tasks. Each question has been pilot-tested on a small number of teachers.

The question protocol itself is divided into two sections. The first deals with educational experience and major job tasks and the second deals with specific working conditions, supervision, and work problems. Typically, an interview would be one-and-a-half hours to two hours long which allows for adequate questions and exploration.

The interview preparation process begins at the time the interviews are scheduled. Candidates obviously need to know about the time, place, and location of the interviews. Candidates also need to know what the job they are applying for is about. Each candidate should receive a copy of the job description as well as a program description and information about your school.

Providing this information to each candidate allows a uniform information base. The responses to some questions will tell who has read the information that was sent. If it is not possible to provide this information in advance, candidates should be invited to come in early to review those documents.

A key point for the disabled applicant is to ask about performance of job tasks and duties. You cannot ask about the disability. Each of us has a responsibility under the law to make reasonable accommodations for such an applicant. Some of these accommodations might be information on public transportation, adaptive materials, specialized equipment, and other similar potential modifications. These accommodations must be made before the interview so the disabled candidate might have a real shot at that vacant position. We want to impress all candidates that our school is fair, thorough, concerned with staff competence, courteous, and polite.

Little things count. Individually typed letters, local Chamber of Commerce information for the out-of-town applicant, alerting secretaries that a candidate is an applicant for a professional position, the availability of beverages, the use of a restroom prior to the interview, etc., are simple ways of promoting a positive image during the interview.

Each candidate must understand the hiring process. The use of the standardized structured interview permits an accurate comparison. Emphasize that because the position is a complex one, a large number of questions will be asked. Point out that you would appreciate brief, concise answers and do not expect the candidate to have answers to all questions. It is better for a candidate to skip over things they don't know so that you can spend time on things they do know. There are a few guidelines and suggestions that would be helpful in maintaining an interview schedule. These are:

1) Remember, you control the interview. Use the questions to move the interview along.
2) Do not be afraid to stop the candidate if he or she has a canned presentation. Cut in and say, "We'll get to that later."
3) Read the questions from the schedule to assure uniformity across candidates.
4) Take time to relax a nervous candidate. Some candidates get tense and anxious in job interview situations.
5) Candidate responses to one question on the schedule may also adequately answer other questions which appear later. If the

answer has already been given, there is no need to re-ask the question.

6) Probe and ask additional questions on topics to clarify responses whenever you're not sure about an answer.

7) Some questions may cause the candidate to reflect on attitudes and values. Check these values out with questions like, "It sounds like you're a person who places a lot of value on achieving goals/work." Ask only about one theme at a time for clarity.

8) Have an exit route available to you to get out of a lengthy interview with an obviously unqualified candidate. Screening is not perfect. A few candidates who look good on paper are dreadful in person.

The Interview Schedule

The interview schedule includes a number of question areas. Each of these areas has been selected to assist in learning about the candidate. For example, the introduction of the interview schedule probes the knowledge base of the candidate. It also allows the candidate to utilize the process to explain his or her own views.

The second section of the interview schedule asks questions about education and experience. The candidate summarizes his or her experience in a number of areas including behavior modification, homework, grading, classroom management, and problems or difficulties they might anticipate. Other sections include: influencing and motivating students; dealing with specific job conditions; their ability to deal with supervision; their work history; and a closing section to review the interview. The entire schedule can be found in the Appendix A material provided.

Selecting the New Hire

After you've interviewed all of the candidates, the task is now to select the person who will be offered the position. The process used is really quite simple.

First, you identify all equally qualified candidates. You would eliminate, for example, any candidate who would not be given an offer under any circumstances. You would recheck references of the qualified candidates, specifically attempting to find references that you had not reviewed earlier. You may, at this time, want to recontact references to clarify any inconsistencies between reference information and that received from the candidate. It is rare for one candidate to be clearly head and shoulders above the rest. More commonly, each candidate presents a unique pattern of strengths and weaknesses. Your objective is to identify the strongest candidate. There are two ways to do this. The first involves ranking the candidates on the basis of their relative strengths on each of the target factors. These target factors may also be found in Appendix A and include some of the following:

1) Goal directedness
2) Job related knowledge, skill, and ability
3) Influencing, motivating, and taking action with students
4) Achieving results
5) Meeting specific job demands
6) Supervisability
7) Work history
8) Fitting with current supervisor, professional and support staff

The second element to the interview process is the involvement of key administrators and co-workers in this interview process. Although more difficult, the use of faculty participation can provide instant credibility to a new staff member. Not only will the staff feel good about the candidate, but research by Bredeson (1985) indicates that teachers who had team interviews reported a greater satisfaction with this process and its outcomes. Having all individuals on the team makes this selection process first-rate.

II. TEACHER EVALUATION

The selection of new teachers is a small part of the development of a high-quality faculty. Most of us will never be in a position to hire all of our staff. We will, therefore, need to implement a process which will continue the high-quality of good teachers while providing average or below-average a format and opportunity to improve. Appendix B provides not only the policy and procedures used at the Nebraska School for the Deaf but also provides forms used in this process.

Key principles of the evaluation plan include:

1) Evaluation is a continuous process. It is done to assure the professional improvement of the evaluatee.
2) Evaluation is not an end product but a process.
3) A successful evaluation process is dependent upon a cooperative effort between the evaluator and evaluatee.
4) The evaluation process includes but is not limited to the following: classroom observations, conferences, and goal-setting. Staff members will be required to develop personal objectives directed toward their own growth within the context of their school program.
5) All monitoring or observation of work performance of a teacher shall be conducted openly and with full knowledge of the teacher.
6) All staff members need to know the process of evaluation and shall be kept current in the interpretation of its application.

7) Teachers shall be notified in writing of the results of their evaluation, and shall have the right to discuss their evaluation personally with their evaluator.
8) The review conference will be held within five working days of the observation.

The Nebraska State Board of Education has provided support in the development of a very strong evaluation plan. L.B. 994 passed in 1984 was the basis for the development of a strong staff evaluation program in the State Schools. Our School for the Deaf and School for the Visually Handicapped are the State Board's only directly operated schools. The Board, therefore, is interested in evaluation of teachers as a developmental process.

Key elements of this evaluation are:

1) Developed objectives: Each year two teacher-centered objectives will be developed to improve the teacher's total performance and/or area of responsibility.
2) Observation: An observation shall consist of a direct observation of the teacher in the conduct of a normal teaching day. Such observations may be scheduled ahead or conducted on a drop-in basis. A conference to review the observation will be held. This, of course, is done in writing.
3) Summary conference: Before May 15th of each year, an end-of-the-year summary conference will be held with each teacher. Areas to be discussed in this conference include: a review of developed objectives; comments on individual observations; discussions of strengths and weaknesses; and other areas deemed appropriate by either party.

Teachers on probation (the first three years) are to be observed at least three times during the year. Other teachers should be observed each semester. An observation may be done at any time and will be scheduled for a minimum of 30 minutes.

A number of performance standards have been established. Some of these include: completeness of lesson plans; appropriateness of skills taught; description of student time on task; the effect of classroom management activities; and student-teacher rapport. Additional parameters may be found in Appendix B of this paper.

III. A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

After one has selected good quality teachers and provided them with a strong evaluation program, it is important that we look at staff training. P.L. 94-142 uses the term "a comprehensive system of personnel development" (CSPD). Others call it the inservice plan or the staff development plan.

New materials, new techniques, and new technology continue to explode upon the educational scene. Every day new ideas are being used in the classroom. Some of these new ideas even work.

How must an administrator find out the staff training needs of his or her school? One system that has worked here is the plan developed at N.S.D. In Appendix C may be found a school plan for the School for the Deaf which includes a review of the fall personnel report and a listing of deficiencies in teaching endorsements. Each of these deficiencies must be reviewed and a plan for changing these deficiencies must be filed by the school administrator in my office.

The needs assessment is completed by the staff utilizing the staff development survey. You will note the survey involves participation from houseparents as well as classroom teachers. In Nebraska, house-parents are a substantial part of the educational program and, with the help of teachers, carry out an instructional role.

The report is divided into sections. The first of these sections focuses on school. This area includes survey information regarding level of teaching, previous inservice activities, what time inservice

would be best provided, and other incentive-based questions. Other sections of this comprehensive system of personnel development include: a curriculum and instruction section; an educational management section; a behavior management section; a student development section; a professional development section; and a diagnosis-student assessment. It is also important to include an opportunity for teachers to provide additional inservice suggestions as a part of the survey used.

IV. CONCLUSIONS

Obviously, the system used in Nebraska may not be utilizable in every educational program for the deaf in this country. There will need to be modification. Negotiated teachers agreements and state collective bargaining laws are not always in line with those in neighboring states. This system presented will, however, lend itself readily to adjustment required by local variables. The materials provided are meant to help others in the search for an integrated program of selection, evaluation, and inservice education. It is not an end-all.

Something else to remember is Winston Churchill's statement about democracy. To paraphrase Churchill, democracy may be the worst form of government; but until we find something better, we need to learn to live with it. Similarly, a system of selection, evaluation, and inservice will never be a panacea. But until we find something to replace it, managers must learn to use the process in a very constructive way.

APPENDIX A

HIRING GUIDE

Teachers of the Sensory Impaired

from the Division of State Schools for the Sensory Impaired

Nebraska Department of Education
c/o Nebraska School for the Deaf
3223 North 45th Street
Omaha, Nebraska 68104

July, 1986

*Thanks to Jason Andrew, Ph.D.,
Nebraska Department of Rehabilitation,
for substantial support in the development of this document.

INTRODUCTION

This hiring guide covers the recruitment, screening, interviewing, and selection of new teaching staff. Most of the information in the guide is based on experience, suggestions from other interviewers, supervisors, and teachers. In addition, it contains substantial portions of the interview guide used by the Division of Vocational Rehabilitation.

This guide will help you to change the way in which teachers are recruited, screened, interviewed, and selected. Some of these changes are minor while others would be of a more major nature. All are important. While you follow this guide, it is important to note that recommended practice is effective. The guide develops a consistent process for selection in hiring.

This guide supplements the Department of Education's personnel hiring policies and procedures. It does not replace them. The policies and procedures are not mentioned except where they directly relate to a particular topic. This document must be taken as an additional requirement to those mandated Department policies.

DEVELOPING AN APPLICANT POOL

Hiring qualified teachers begins by developing an applicant pool for the position. We are looking for candidates who match the requirements for the position which we are trying to fill. We know from our experience that the chances of hiring a qualified teacher increase with the size of the applicant pool. It is the intention of this set procedures to insure the development of a maximized pool of interested professionals.

Formal Channels

Formal communication of your vacancy begins when the hiring request is approved and sent to NDE Personnel. Notices are automatically sent to a list of other potential sources of applications. The following are included in the list of those receiving our job vacancy postings:

1. All teacher training programs for the sensory impaired in Nebraska
2. Teacher training programs for teachers of the sensory impaired in the United States
3. All residential schools in the Midwest (Nebraska, Iowa, Missouri, Kansas, South Dakota, North Dakota, Wisconsin, Minnesota, Colorado, Indiana)
4. All Job Service offices
5. All public school programs for the sensory impaired in Nebraska
6. State Personnel office

This list must be supplemented by advertisements in targeted newspapers. Weekend ads, particularly in the Sunday paper, get more readership; so ads should be targeted to appear in Saturday or Sunday editions. Sunday papers to be targeted include the Omaha World Herald, the Lincoln Star, the Des Moines Register, and the Denver Post. Additional newspapers may be contacted when, in the opinion of the advertiser, a particular target would be appropriate to utilize.

Although a position may be closed after ten days, a longer posting period is usually necessary to attract quality professional teachers as applicants. It does take time to develop application documents including a resume. A posting period of from 15 to 20 working days could be appropriate in some situations.

Informal Channels

Often good, effective teachers are recruited through informal channels. Some of these people may be employed in other non-teaching situations. We have known them and invited them to apply for positions.

The key to effective informal communication of vacancies is to use existing staff contacts to the maximum extent possible. A teacher, for example, might contact a friend elsewhere and invite them to apply. Much of this activity can be preplanned by a supervisor. For example, part of a meeting could be devoted to discussing whom could we hire to fill the English vacancy? It would be suprising if one or two names did not surface from such a discussion.

Intensive use of informal communication assures that knowledge of the vacancy may reach those persons who are not in the job market and don't pay much attention to formal notices. It is also a way to target specific individuals for an active recruiting operation. We can utilize some of the positive benefits of working at the Nebraska School for the Sensory Impaired to improve the quality of the teaching staff at our schools.

SCREENING APPLICANTS

The objective of screening is to cull the applicant pool down to between three and five candidates who will be invited for an interview. Interviewing is time consuming and requires a significant commitment on the part of staff. A useful guideline to keep in mind is that you may continue to utilize an applicant pool and interview additional candidates if there is any doubt about top candidates interviewed. Another guideline is that the hiring decision is complex and requires you to weigh and balance significant individual information. The chances of making a mistake dramatically increase when you are trying to decide among four or more interviewees.

The first step in screening is to separate qualified from not qualified candidates. Teachers of the sensory impaired would go in the first pile; teachers of other handicapped would go in a second pile; and non-special education teachers would go into a third.

All screening must be done on the basis of job-related criteria. These will relate specifically to the knowledge and skills required to perform the job as well as the adaptive behavior required to maintain the job and function effectively in a work setting. Applicants frequently reveal personal information about age, sex, race, marital status, minority group status, disability, etc. in their resumes. Take care that this information is not used at any time in screening applicants either in or out of the applicant pool.

Screening for Teachers of the Sensory Impaired

This group can be screened on the basis of work experience, education, and work history. Screening is relative: the idea is to identify the strongest candidates in the pool for interviews, not to knock out a particular group of candidates. Target factors for screening are:

A. Work experience (paid or student teaching)
   1. State school for the sensory impaired--the candidate would already know about basic policies, procedures, practices, and clients.
   2. Public school program for the sensory impaired--candidate will already know the problems and needs of the sensory impaired student and have knowledge of assessment, planning, teaching, and evaluation of these students.
   3. Other education programs for handicapped student--the target factors to look for are:
      a. Certification and experience with handicaps existent in the school population;
      b. Experience in evaluating and writing IEP's for handicapped students;
      c. In-classroom experience with sensory impaired youngsters as a part of a larger group.

B. Education (undergraduate and graduate experience based on a review of transcripts)
   1. Grades in major subjects--these should be "B" or better in most subjects. Students with high GPAs would be preferred.
   2. Coursework in psychology subject areas (math, science, physical education, etc.)--a person with a broad background, particularly a liberal arts major, should have a good understanding of individual, social, and cultural factors impacting on the classroom behavior.
   3. Grades in English courses--high grades are indicative of written communication skills and abilities required as a teacher of sensory impaired students.

C. Work history (from resume and NDE application form)
   1. Steady employment (years of teaching experience or experience close to teaching, i.e., counseling, house-parenting, etc.)
   2. Duration of employment--stays of two+ years as opposed to short-term and frequent changes
   3. Reasons for leaving (better job, higher pay, career advancement, as opposed to lay-off, problem with supervisor, etc.)

One might think that these target factors could be made into some rating form. However, target factors are not really additive. A total score can be misleading. A person who steadily moves up the ladder in short duration jobs would be penalized, for example. Screening is a qualitative decision and involves subjectivity. Attempts at rating obscure this subjectivity.

Rating of applicants according to relative strength is a more officious way of determination. The first applicant is reviewed in terms of target factors. The first applicant is reviewed and set down; a second is reviewed and placed on top of or below the first, depending if the candidate is stronger or weaker. A third is placed above, below, or in between, depending on the strength, and so on. Although this could be cumbersome with a large number of applicants, you really only need to keep a pile of three to five applicants straight. Other could be move into a maybe pile that really doesn't need to be kept in order. You can sort it later if it's necessary. After, all the applicants are reviewed and ranked, the top five should be re-reviewed and rankings adjusted if needed. A decision would then be made on how many to be interviewed.

Involvement of two or more administrators in the procedure is an excellent tactic. Each would identify their top three candidates. Merging the two lists will usually identify three or four candidates to be interviewed. If there is disagreement, the disagreement must be reconciled before any interviews can take place.

Screening of Certification in Other Fields

If it is necessary to move into the non-teacher of the sensory impaired pile to find an adequate number of candidates, it will be

necessary to review the grade transcripts to ascertain if some of the following courses are included:

1. Courses in the area of sensory impaired education
2. Courses in language development
3. Courses in other disability areas (e.g., behaviorally impaired, learning disabled, mentally retarded)
4. Individual assessment, tests and measures
5. Psychology of the exceptional child
6. Mainstreaming practices
7. Orientation mobility
8. Adaptive educational skills, media production, Braille production, etc.
9. Guidance and counseling

This list is derived from many years of review of applications as well as from commonly accepted certification patterns for exceptional children education. It is important for a candidate to have as many of the listed educational programs as possible as it is difficult to prepare a teacher on the job without significant training and experience.

We are interested in the best qualified teacher. These qualifications may be based on related coursework, scope of coursework, and experience with sensory impaired students.

Gathering Further Information

It is possible that the above screening procedures will not provide enough useful information upon which to base screening decisions. Telephone screenings and other methods may be used to further expand the quality and accuracy of the assessment of work experience and candidate history. Some resumes do not provide information necessary to evaluate past experience. Some university transcripts do not allow for accurate assessment of previous coursework. Computer abbreviations of coursework often reduce the title to a series of unrelated letters. Also there may be a need to further screen the applicant by utilizing reference checks and calls to previous supervisors.

Make clear to the applicant your purpose for calling. You are attempting to gain information needed to process the application only--you are not conducting a job interview. Be courteous, polite, but to the point. If the applicant asks questions about the job, the division, or the hiring process, answer those questions accurately.

Reference Checking

References must be checked prior to making an offer to a candidate. Whether this is done as part of the screening process prior to the interview or after the interview is a matter of personal preference. There are valid arguments for either choice. Written references are often unusable. No one puts adverse information in writing nor do they volunteer it to you if they think the applicant will be able to

trace it back to them. Gaining the confidence of the reference is critical to getting accurate information. The release on an NDE application form authorizes you to obtain both objective and subjective information about the applicant. This a powerful tool for you. Never contact a reference before you have a signed NDE application form.

When you call the reference, introduce yourself, explain why you are calling and make sure the reference has time to talk to you. If the reference is busy, set a time to call back. Read the release to the reference. Be certain that the reference understands that you want both objective and subjective information.

Use the questions on the Reference Interview Schedule (next page). You may wish to point out to the reference that you will ask or have asked the same questions of the applicant. You are interested in comparing responses. Thank the reference at the end of the interview.

CONFIDENTIAL: Not to be Distributed

TEACHER OF THE SENSORY IMPAIRED REFERENCE INTERVIEW SCHEDULE

Applicant_____

Date_____

Reference Name_____

1. Would you please comment on the applicant's experience for the position of teacher of the sensory impaired (state impairment)?

2. Were you the applicant's immediate supervisor?

   If no, what was the relationship to the applicant?

   How long?

3. I'm interested in knowing what the applicant did in your situation and what your opinion was of his/her skills and abilities. Did the applicant:

   a. Work with sensory impaired students?

   b. Work with other kinds of disabled students?

   c. Review and interpret educational testing reports and information?

   d. Provide appropriate educational plan?

   e. Work well with other teachers and staff?

   f. Work well with parents?

   g. Work well with other agencies providing service to the child?

   h. Evaluate students accurately?

   i. Manage the classroom?

4. What would you say are the applicant's professional ...:

   a. Strengths?

   b. Weaknesses?

5. I'm interested in learning your opinion of the applicant's general skills. Could you comment on the applicant's...:

   a. Problem solving skills?

   b. Decision making skills?

   c. Planning skills?

   d. Skills in following through and taking action?

   e. Human relations skills:

      1. With students?

      2. With professional staff?

      3. With other support staff?

6. I will be the applicant's direct supervisor. Could you share with me any observations or tips you have about:

   a. The style of supervision that best motivates?

   b. The best way to modify behavior?

   c. Response to criticism?

   d. Developmental needs?

   e. Is the applicant aware of these needs?

7. Are there any other observations or comments that you would want to share with me?

8. Overall, would you rehire the applicant?

INTERVIEWING THE APPLICANT

The selection interview is critical to hiring good teachers. The Nebraska Department of Education is an equal opportunity affirmative action employer subject to federal laws and regulations. The interview is a selection device according to these laws. Consequently we are required to keep it uniform, limited to job-related questions, and keep it free from bias. The teacher interview was developed with these points in mind. The starting point was a series of questions obtained from past interview procedures used at the state schools and from other interview sources. Questions were eliminated if they did not relate to a duty or task in the job description. Some were revised to improve relatedness and new questions were added to assure coverage of all duties and tasks in the description. The interview schedule was pilot tested on a small number of teachers selected on the basis of overall competence. The pilot test was used to confirm the job relatedness of the interview schedule.

The schedule is structured to accommodate a full range of selection interviewing procedures. It can be used by the selection team and independently by other interviewers. It is divided into two sections: the first dealing with education, experience, and major job tasks; and the second with specific working conditions, supervision, and work problems. It can be split into two interviews.

Scheduling of interviews at one-and-a-half to two hour intervals is suggested to allow adequate time for questions and further exploration when the interview schedule is used.

Interview Preparation

Preparation begins at the time the interviews are scheduled. Obviously candidates need to know the time, place, and location of the interviews. Candidates also need to know what the job they are applying for is about. Each candidate should receive a copy of the job description as well as the program description and the Nebraska School for the Deaf Student Handbook. This provides each teaching candidate with uniform information base so the responses to some questions will tell who read the information that was sent. If time does not permit you to send this information out in advance, candidates may come in early to review the documents.

For the disabled applicant, we may ask about performance of job tasks and duties but we cannot ask about the disability. We also have a responsibility under the law to make reasonable accommodations for such an applicant. Some of these accommodations include knowledge of public transportation, adaptive materials, specialized equipment, and other similar potential modifications. This must be done before the interview so they might have a real shot at the position. We want to impress all candidates that our schools are fair, thorough, concerned with staff competence, courteous, and polite. Little things count. Individually typed letters, local Chamber of Commerce information for the out-of-town applicant, alerting secretaries that the candidate is

an applicant for a professional position, availability of beverages, the use of the restroom prior to the interview, etc., are simple ways of promoting a positive image.

Interview Orientation

Explain the hiring process to the candidate. Explaining the standard structured interview permits an accurate comparison. Emphasize that the position is complex and requires a large number of questions to be asked. Point out that you would appreciate brief, concise answers, and that you do not expect the candidate to have answers to all questions. It is better for a candidate to skip over things they don't know so that you can spend time on those things they do know.

Use of the Interview Schedule

These guidelines and suggestions are helpful in using the schedule:

1. Remember, you control the interview, not the candidate. Use the questions to move the interview along.
2. Don't be afraid to cut off the candidate who has a canned presentation. Cut in and say, "We'll get to that later" and ask your next question.
3. Read the questions from the schedule to assure uniformity across candidates. Think of the schedule as a test. Minor variations in wording might allow you to be more natural but avoid changing the specific content of the question.
4. Take time to relax a nervous candidate. Some candidates get tense and anxious in job interview situations. Humor lightens the situation. References to the weather or travel also are helpful. Exploring an area of obvious skill and ability in some depth also helps to relax the nervous candidate.
5. Candidate responses to one question on the schedule may also adequately answer a question which appears later. If the answer has already been given, there is no need to re-ask the question. Merely tell the candidate they have already answered your next question and move on. You might take this opportunity to probe for additional information on the topic.
6. Probe and ask additional questions on topics to clarify responses whenever you're not sure about a candidate's answer.
7. Some questions may cause the candidate to reflect on attitudes and values. Check these values out with questions like, "It sounds like you are a person who places a lot of value on achieving goals" (or work, or helping students to help themselves). Ask about only one theme at a time for clarity. Stick with themes you identify in the interview. Avoid asking about themes that are not evident.
8. Have an exit route available to enable you to get out of a lengthly interview with an obviously unqualified candidate. Screening is not perfect. A few candidates who look good on paper are dreadful in person. All candidates should be asked

questions in section A and B of the schedule. Any of the other major section headings provide a logical exit point in interviews with unqualified or undesirable candidates.

TEACHER INTERVIEW SCHEDULE

Applicant _____

Date _____

Interviewer _____

A. Introduction: Getting to Know the Applicant

1. Is there any particular aspect of your educational training or personal experience that makes you feel most proud?

   Why?

2. In your own words describe the goals of the Nebraska Schools for the Sensory Impaired.

3. Why are you interested in seeking this position?

4. If you were hiring someone as a teacher at this school what qualities would you be seeking (ask for expansion)?

5. What are your thoughts and feelings regarding student discipline?

B. Education and Experience: Job-Related Knowledge, Skills, and Ability

I would like to briefly summarize your education experience in each of the following areas:

6. Working with sensory impaired students--probe: looking for situations and service delivery models

7. Methods of communication or teaching

8. Behavior modification

9. Task analysis

10. Individualized instruction

11. Homework

12. Grading

13. Classroom management

14. Skills you have that will aid you on the job

15. Problems or difficulties you anticipate

C. Dealing with Students: Influencing, Motivation, and Taking Action

16. Some students can be more difficult to work with than others. What is a key element in your motivational style which would allow you to overcome some of these problems?

17. If you were having difficulty with a student, whom might you call upon to provide assistance with the student?

18. A student is doing poorly in your class. He says he would like to do better but other students make fun of him when he studies. How would you respond?

19. How important is success in learning (probe: how do you help students experience)?

20. When students say they want their teacher to be fair, what do you think they mean?

21. When a teacher tells you that a student said your class was boring, what would you do?

22. How would you make your classroom a place where students can learn creativity? NOTE: The interview can be concluded at this point by skipping to the conclusion of the interview section.

D. Dealing with the Job: Specific Conditions and Requirements

23. Do you think a supervisor should always support the teacher in front of students whether or not the teacher is right or wrong?

24. How do you feel about teachers being assigned extra-curricular duties?

25. What do you think would be your greatest strength as a teacher?

26. What would be your greatest weakness as a teacher?

27. How do you feel about working with multiply handicapped students?

28. Do you want your students to like you?

29. What should the work hours of a teacher be?

30. If it was time to go home and a student approached you asking for additional help, what would be your response?

31. What areas or levels do you feel particularly prepared you to teach?

32. What are your needs with regard to physical facility, material, and equipment?

33. How much time do you think is spent on IEPs and other paperwork?

34. FOR DISABLED APPLICANTS ONLY: How would your disability affect your performance on this job?

    a. What special arrangements might be required to accommodate your employment?

    b. If there is a special adaptive device required, who will be responsible for maintaining the device?

E. Supervision

35. What's the best way to motivate you so that you do your best teaching?

36. Some people say the focus of performance evaluations should be on quality of results. Others, on quantity. How do you see your performance being evaluated? Do you have any other objectives for professional growth or other goals which a supervisor might help you to attain? How do you perceive an in-class teacher observation?

37. What are you looking for in a supervisor?

38. Did you have trouble getting along with your supervisor on your last job?

F. Work History

39. What would your last supervisor tell me are your two biggest ...:

Strengths?

Weaknesses?

40. What did you do to compensate for these weaknesses?

41. Have you ever been disciplined or fired? If yes, why?

42. In your last job, what goals did you have that were left uncompleted?

G. Conclusion

43. Do you know of any reason why you would not be able to consistently perform this job over the next 24 months?

44. Are there any questions you wish we would have asked but didn't?

45. Tell me why you are the most qualified applicant for the position?

SELECTING THE NEW HIRE

At this point you have interviewed all candidates for the position. The task is now to select the person who will be offered the position. The process used is really quite simple.

1. Identify equally qualified candidates. Eliminate any candidate who should not be given an offer under any circumstances. This should leave you a pool of candidates who are all equally qualified. The test question is would I ever hire this person? If the answer is yes, the person must be retained in the pool. Sometimes all of the candidates would be retained for further consideration.

   Check references of the qualified candidates if these haven't already been obtained. The reference interview schedule described earlier should be used. You may also want to recontact references to clarify any inconsistencies between their information and that provided by the interviewee, or to gather additional information about the candidate.

2. Identify the best qualified candidate. This requires that the remaining candidates be ranked or rated. Some target factors such as job related knowledge and skill are reasonably objective. Others are subjective and depend upon the situation in the school program. Fitting in with the staff and being able to work effectively with them depends upon the characteristics, attitudes, and values of the school personnel.

It is rare for one candidate to be clearly head and shoulders above the rest. More commonly, each candidate presents a unique pattern of strengths and weaknesses. Your objective is to identify the strongest candidate, taking into account the fact that some trade-offs will be involved in this decision.

There are two ways of doing this with a degree of objectivity. The first involves ranking the candidates on the basis of their relative strengths on each of the target factors. In this approach the strongest candidate on the criteria is ranked one; the next strongest, two, and so on. There are certain target factors that each teaching candidate should meet. These are outlined in the next section.

TARGET FACTORS

Evaluation of each candidate should use information obtained from the interview and the candidate's references. The target factors parallel the major section heading of the interview schedule. Experiences with this and similar interview schedules have indicated it is exceptionally difficult and time consuming to rate or rank candidates on each separate question. However, global rankings which summarize candidates and reference responses on each target factor can be done simply and with a reasonable degree of agreement between raters. Target factors and expectations are as follows:

A. Goal directedness--takes pride in completing an educational program, usually under some adverse circumstances (limited funds, family obligations, uncertain potential)--sees self-direction, organization and planning, and concern about others as qualities to look for in a teacher.

B. Job-related knowledge, skills, and ability--good teachers generally have good grades in their subject matter and professional education courses. They're also able to explain skills and abilities necessary to work in a classroom with students.

C. Influencing, motivating, and taking action with students--sees that children are different so that what's done in the classroom should be targeted to the individual student as opposed to group study and group programming.

   Uses a systematic problem-solving approach to student problems; looks for reasons, alternatives, and breaking down tasks into smaller, more concrete alternatives.

   Is involved actively with the student or students in the classroom; looks for other sources of assistance; utilizes schoolwide resources.

D. Achieving results--has high level of expectation for student progress; provides appropriate educational activities along with an established evaluation system.

E. Meeting specific job demands--sees extra hours and extracurricular activities as part of professional responsibilities; willing to go the extra mile to deal with external events or items which occur that are within their control; they're able to work through these items. If a demand is outside their area of control, they need to be able to place it on the back burner.

F. Supervisability--is motivated by growth and challenge; prefers supervisory style in which clear expectations are set; supervisor indicates confidence in being able to achieve, and strokes are given when expectations are met.

G. Work history--never disciplined or fired; there is agreement between the interviewee's statements and previous supervisors' statements of strengths and weaknesses.

H. Major themes, attitudes, and values--

Goal-directed: personal life and work activities reflect attainment of tangible goals

Achievement-oriented: motivated by personal growth development and achievement

Self-directed: confident person with judgement and ability to contend with unstructured situations without need for extensive support and guidance (like to know what to do and then go do it)

Practical action-oriented: look for obvious concrete solutions to problems, take a first step; uses commonsense rather than theoretical, analytical approach to problem solving

Persuading influencing style with others: relationship with students and other professionals is characterized by advocacy of a course of action which is appropriate for the student

Close working relationship with supervisor: uses supervisor as sounding board, source of new goals and accomplishments and source of positive reinforcement.

I. Fitting with current supervisor, professional, and support staff--Evaluation of this target factor depends upon the characteristics of current staff and compatibility of the candidate with that staff.

APPENDIX B

Evaluation Policy and Procedures
Nebraska Schools for the Sensory Impaired

The State Board of Education recognizes that an effective supervision and evaluation program strives to stimulate the improvement of instruction in order to maintain a highly competent staff. The following are principles underlying evaluation.

1. Evaluation is a continuous process. It is done to help assure the professional improvement of the evaluatee.

2. Evaluation is not an end product, but a process.

3. A successful evaluation process is dependent upon a cooperative effort between the evaluator and evaluatee.

4. The evaluation process includes, but is not limited to the following: classroom observations, conferences and goal setting. Staff members will be required to develop personal objectives directed toward their own growth within the context of the school program.

5. All monitoring or observation of work performance of a teacher shall be conducted openly and with full knowledge of the teacher.

6. All staff members need to know the process of evaluation and shall be kept current in the interpretation of its application.

7. Teachers shall be notified in writing of the results of their evaluation, and shall have the right to discuss the evaluation personally with their evaluator.

8. A review conference will be held within five working days of the observation.

The Board has delegated to the Assistant Commissioner responsibility for developing, organizing and implementing the program for evaluating the instructional process as one means to insure quality of instruction. In that regard, the following are elements of the evaluation process.

a. Developed Objectives: Each year two teacher centered objectives will be developed (more may be set at the option of the evaluator) to improve any part of the teacher's total performance or responsibility. The goals will be mutually developed (evaluator/evaluatee) in an objective setting conference. Developed objectives will be made in areas where the teacher or evaluator would like to place special effort. It might be possible that a goal would require more than one year to complete. Additionally:

    1. signatures or initials are required to assure the mutuality of the process.
    2. objectives will be developed prior to October 15.
    3. developed objectives alone cannot lead to non-renewal but will be part of the total teacher evaluation process.

Evaluation Policy & Procedures

b. Observation: An observation shall consist of direct observation of a teacher in the conduct of a normal teaching day. Such observations may be scheduled ahead or be conducted on a "drop in" basis. A conference to review the observation will be held. Additional conferences will be scheduled when necessary. If deficiencies are noted, the observer will specify in writing the methods and means which could be effective in overcoming the deficiency. Teachers may also comment orally or in writing on each observation. If written comments are supplied, they shall become a part of the observation report.

The evaluation should review at least the following performance standards or criteria.

1. Completeness of lesson plans
2. Appropriateness of skills being taught
3. Use of varied instructional materials
4. Description of student time on task
5. Effect of classroom management activities
6. Appropriateness of physical environment
7. Emphasis on meeting individual needs
8. Evaluation of student progress as reflected on the IEP
9. Student/teacher rapport
10. Clarity of presentation
11. Knowledge of subject matter
12. Appropriateness of classroom questioning techniques
13. Determination of teacher enthusiasm

The evaluation instrument and procedures shall include the following:

a. the teacher evaluated must receive a copy of the evaluation signed by the School Administrator;
b. the instrument must be dated;
c. the teacher must sign the document certifying it has been received;
d. the instrument must contain space for a written teacher response;
f. the instrument should be such that suggestions for improvement are clear and obvious; and
g. both strengths and/or concerns should be stated.

Before May 15 of each school year, an end of the year summary conference will be held with each teacher. Areas to be discussed in this conference shall include a review of developed objectives, comments on individual observations, discussion of strength and weakness and other areas as deemed appropriate by either party.

Teachers on probation [first three years] are to be observed at least three times per year. Other teachers should be observe each semester. An observation may be done at any time and will last a minimum of thirty minutes. Teachers completing the probationary period satisfactorily will be placed on permenant status.

Evaluation Policy & Procedures

Training in evaluation of teachers shall be provided to appropriate administrative staff through inservice training which includes readings, opportunities to observe effective lessons and supervisor feedback on complete evaluations. All evaluations will be conducted by appropriately certified school administrators.

Nebraska Schools - Classroom Observation Performance Standards

1. Completeness of lesson plans - Do lesson plans reflect individualized instructional assignments, goals and student expectations?

2. Appropriateness of skills being taught - Are expected skills appropriate to the students in the class?

3. Use of varied instructional material - Is there a listing of multia media or non-text based materials, as opposed to lessons selected only from a primary text?

4. Description of student time on task - Are students attending to the task at hand?

5. Effect of classroom management activities - Is the teacher able to handle most behavioral incidents without unnecessary support?

6. Appropriateness of physical environment - Is the room a pleasant, neat learning environment.

7. Emphasis on meeting individual student needs - Is there evidence that differential programming (based on IEP) is occuring?

8. Evaluation of student progress - Are students making progress in the classroom commensurate with their ability?

9. Student/teacher rapport - Is there a feeling of mutual respect in the classroom?

10. Clarity of presentation - Is the lesson presented in a style which makes understanding possible?

11. Knowledge of subject matter - Does the teacher know the topic being taught?

12. Appropriateness of classroom questioning techniques - Does the teacher use various questioning techniques to permit students multiple opportunities to understand and respond?

13. Determination of teacher enthusiasm - Is it clear that the teacher is having a good time presenting the material?

Nebraska Schools for the Sensory Impaired

Developed Objective Setting Conference

Instruction: This format is to be used to set mutual objectives.
The number of objectives required are two.
No signatures are required.

Evaluatee's name_____ Subject/Grade_____

Evaluator's name_____ Date of Conference_____

Objective #1

What will be done?_____

_____

_____

_____

How will it be done?_____

_____

_____

_____

How will it be measured?_____

_____

_____

_____

Objective #2

What will be done?_____

_____

_____

_____

How will it be done?_____

_____

_____

_____

How will it be measured?_____

_____

_____

white copy - Evaluator blue copy - Teacher pink copy - Personnel file

Nebraska Schools for the Sensory Impaired

Classroom Observation Report

Teacher's name_____Class period_____

Subject_____Date Observed_____Grade/Period_____

Evaluatee's Signature_____Evaluator's Signature_____

Date received_____ Time Observed_____

What was observed:

Positive Aspects:

Negative Aspects:

Suggested Improvements:

Teacher Comment:

(See reverse of form for evaluation standards)

white copy - Evaluator blue copy - Evaluatee pink copy - Personnel File

Nebraska Schools for the Sensory Impaired

End of Year Evaluation Summary Form

Comment on goal attainment:

Comment on observations:

Strengths:

Concerns:

Areas for future attention:

Additional comments by teacher:

_____ _____

Evaluator's Signature Evaluatee's Signature

_____

Date of final Conference

white copy - Evaluator blue copy - Evaluatee pink copy - Personnel File

APPENDIX C

NEBRASKA SCHOOLS FOR THE SENSORY IMPAIRED

Comprehensive System
of
Personnel Development Procedures

The inservice plan of the Nebraska Schools for the Sensory Impaired is updated annually. That plan includes the following components:

1. A plan for assessing the endorsement deficiencies of special education staff.

   Prior to issuing a teaching contract, the administrator will make every effort to assure that prospective employees are endorsed in the proper curriculum area. When initial classroom assignments are made, or when classroom assignments are changed, the administrator will again review the employee's endorsements to avoid any deficiencies.

   The fall personnel report will be used as a complete catalog of teaching assignments and endorsements. If a teacher is found to have a deficiency, he/she will be notified and a mutually agreeable plan to change the situation will be written. The plan may include steps to remediate the deficiency (college coursework) or may include steps to change the teaching assignment to an already endorsed area. The plan will be kept in the teacher's personnel file and in the administrator's office. The plan will include a timeline for progress reports to be filed with the assistant commissioner.

2. A plan for the development of CSPD committee.

   The self-study committee will be school-based, composed of teachers from each school. Additional members will include the administrators, elementary and secondary classroom teachers, houseparents, and parents. Members will serve a two-year term. The CSPD committee will be coordinated by the administrator.

3. A plan for assessing inservice needs of educators, administrators, parents, and other educational personnel.

   The certificated staff of each school will complete a needs assessment every year. The needs assessment tool to be used may be designed by the self-study committee. The format may vary, but will always include the option for review of job targets by the administrators to determine common needs; the option for teachers to suggest staff development needs will also be included. Results will be compiled by the administrator and distributed to each teacher and houseparent.

4. A plan for developing and implementing an inservice training program.

   The self-study committee will review the results of the needs assessment, categorizing needs locally and regionally. A plan for workshops, visitations, consultations, etc., will be developed. The plan may include activities to be conducted locally or regionally, for staff from each school who expressed a common need.

5. Documentation of the results of the CSPD plan.

   The administrator will document the results of the needs assessment, inservice program agendas, and results of evaluations of inservice programs and distribute the date to the assistant commissioner.

NEBRASKA SCHOOLS FOR THE SENSORY IMPAIRED

Comprehensive System
of
Personnel Development Summary and Timeline

School plan _____

Fall personnel report filed _____ (Date)

Deficiencies in teaching endorsements _____
_____
_____
_____

Plan for changing deficiencies filed in administration office _____ (Date)

Self-study committee members from this school _____
_____
_____
_____

Needs assessment conducted _____ (Date)

Results attached _____

Annual in-service plan completed including training to individuals who use personally identifiable information _____ (Date)

Evaluations conducted on CSPD activities attached:

In-service program	Date held	Evaluation summary attached

NEBRASKA SCHOOLS FOR THE SENSORY IMPAIRED

Staff Development Survey

School Date

1. Educational assignment: (circle one)

   A. Classroom teacher
   B. Speech therapist
   C. PT/OT
   D. Administrator
   E. Houseparent
   F. Library/media
   G. Nurse

2. Level:

   A. Preschool
   B. Elementary (K-6)
   C. Junior High (7-8)
   D. Senior High (9-12)
   E. Jr. Sr. High (7-12)
   F. All levels (K-12)
   G. Curriculum area _____

3. Have you gone to any inservice activities in the past two years?

   Yes _____ No _____

4. Where did you take this training? (select as many as apply)

   _____ At school
   _____ In community
   _____ ESU
   _____ Conference/meeting
   _____ Out-of-state meeting
   _____ Other _____

5. When do you prefer that staff development activities take place? (choose two)

   _____ Right after school
   _____ Right before school
   _____ In the evening
   _____ During the summer
   _____ On weekends
   _____ District inservice days
   _____ Release time other than district inservice days

6. What incentives presently exist? (select as many as apply)

   _____ Professional release time
   _____ Advancement on salary schedule
   _____ Tuition reimbursement
   _____ Reimbursement for expenses
   _____ Admin., peer, public recognition
   _____ Oppportunity for job advancement
   _____ Planning time
   _____ Extra pay for other duties
   _____ Administrative support

7. Highest peer group incentive which would increase the likelihood of your participation in staff development: (select one)

_____ Contact and interaction with local staff members
_____ Contact and interqaction with other schools' staff members
_____ Sharing a sense of mission for the school and students
_____ Learning from local peers
_____ Learning from other schools' peers
_____ Mutual support for professional growth from colleagues
_____ Recognition of own expertise by faculty and/or peers

8. Highest professional incentive: (select one)

_____ Professional growth and renewal
_____ Confirmation of previous assumptions, beliefs, and experience
_____ Opportunity to direct my own learning and growth voluntarily
_____ To gain new skills in order to meet variety of student needs
_____ To gain feedback while practicing new skills

9. High personal incentives: (select one)

_____ Monetary reward
_____ Promotion
_____ Recognition for participation or achievement
_____ Personal satisfaction
_____ To interact and learn in a secure, non-authoritative setting
_____ To gain feedback while practicing new skills

10. What barriers presently exist in your administrative and school district which interfere with your involvement in staff development: (select as many as apply)

_____ Administrative leadership in staff development planning
_____ Financial support
_____ School policy on participation in staff development
_____ Evaluation and dissemination of staff development results
_____ Internal and external resources to facilitate staff development
_____ State Board support for staff development
_____ A plan for staff development

11. What barriers presently exist in your school district which interfere with staff development activities? (select as many as apply)

_____ State Board policy
_____ Administrative support or leadership
_____ Financial support (expenses, salary, increase, etc.)
_____ Plan for staff development
_____ Time constraints
_____ Teacher disinterest
_____ Community interest and support
_____ Content does not meet needs
_____ Accessibility of inservices, courses, etc.
_____ Recognition by others for involvement in staff development
_____ Other

12. Personal barriers: (choose as many as apply)

_____ Incentives for participation (expenses, release time, etc.)
_____ Evidence that inservice will be of direct benefit to me or my students
_____ School climate impedes further professional growth
_____ Presentations intrude upon my personal approach
_____ Activities are irrelevant to my interests/needs
_____ Other

13. Highest format or presentation barrier: (choose one)

_____ Activity disturbs schedule of classroom and school duties
_____ Follow-up to support implementation of new ideas presented
_____ Activities interfere with personal (non-school) activities
_____ Flexibility or variety in delivery of activities
_____ Other

14. Highest content barrier: (choose one)

_____ Relevance to participant's assessment of own needs
_____ Interference with participant's own approach or beliefs
_____ Level of expertise or knowledge on the part of the presenter
_____ Inadequate time for presentation, development, implementation
_____ Too theoretical, not enough experience with concepts
_____ Other

15. Do you feel there is adequate communication and understanding between all members of the school staff?

_____ Yes _____ Partially _____ No

16. Do you feel that all students are receiving appropriate service in your school?

_____ Yes _____ Partially _____ No _____ Too much

17. Do you feel that adequate funding, instructional materials, facilities, and support systems exist in your school?

_____ Yes _____ Partially _____ No _____ Too much

18. Do you feel that the necessary remedial/adaptive physical education is provided for handicapped students in your district?

_____ Yes _____ Partially _____ No _____ Too much

19. Does your school provide a full or part-time person to coordinate and plan staff development activities?

_____ Yes _____ No _____ Unknown

13. Information about modifying classroom techniques for speech/language impaired students.	N.A.	N/N	1	2	3	S/N
14. Information about modifying classroom techniques for learning disabled sensory impaired students.	N.A.	N/N	1	2	3	S/N
15. Information about modifying classroom techniques for educable mentally handicapped sensory impaired students.	N.A.	N/N	1	2	3	S/N
16. Information about modifying classroom techniques for sensory impaired students.	N.A.	N/N	1	2	3	S/N

EDUCATIONAL MANAGEMENT

I need:

17. Information about different ways to organize the classroom and the school for more effective individualization of instruction (i.e., reference materials, workshops).	N.A.	N/N	1	2	3	S/N
18. Assistance with setting up my classroom for more effective individualization of instruction (i.e., visitations, consultation, administrative support).	N.A.	N/N	1	2	3	S/N

BEHAVIOR MANAGEMENT

I need:

19. Information about different types of behavior characteristics and how these behaviors affect learning.	N.A.	N/N	1	2	3	S/N
20. To see examples of exemplary behavior management programs.	N.A.	N/N	1	2	3	S/N
21. Assistance with setting up different types of behavior managment programs in my classroom.	N.A.	N/N	1	2	3	S/N
22. To learn how to communicate behavior management strategies for particular students to the home and community.	N.A.	N/N	1	2	3	S/N

STUDENT DEVELOPMENT

I need:

23. Information about teaching study skills and test wiseness.	N.A.	N/N	1	2	3	S/N
24. Information about helping students develop interpersonal relations with peers.	N.A.	N/N	1	2	3	S/N
25. Information about teaching/reinforcing basic reading skills.	N.A.	N/N	1	2	3	S/N
26. Information about helping students develop communication skills.	N.A.	N/N	1	2	3	S/N
27. Information about teaching critical reading skills.	N.A.	N/N	1	2	3	S/N
28. Information about health education and nutrition instruction.	N.A.	N/N	1	2	3	S/N
29. Information about instruction in critical and/or higher order thinking skills.	N.A.	N/N	1	2	3	S/N
30. Information about teaching decision-making and problem solving skills.	N.A.	N/N	1	2	3	S/N
31. Information about curriculum for physical development and life-time sports.	N.A.	N/N	1	2	3	S/N
32. Informaiton about curriculum for daily living skills.	N.A.	N/N	1	2	3	S/N
33. Information about curriculum for citizenship education.	N.A.	N/N	1	2	3	S/N
34. Information about drug and alcohol education.	N.A.	N/N	1	2	3	S/N
35. Information about developing students' self-concept/self-esteem.	N.A.	N/N	1	2	3	S/N
36. Information about student mental health and services available for depression, suicide prevention, family stress, loss and grief.	N.A.	N/N	1	2	3	S/N

SPECIAL EDUCATION: SCHOOL AND COMMUNITY

I need:

37. Information on how to work with parents of students.	N.A.	N/N	1	2	3	S/N
38. Information about different programs or instructional alternatives for preschool handicapped children.	N.A.	N/N	1	2	3	S/N
39. Information about severely/ profoundly handicapped.	N.A.	N/N	1	2	3	S/N

PROFESSIONAL DEVELOPMENT

I need:

40. Information about using effective communication skills with students, parents, and peers.	N.A.	N/N	1	2	3	S/N
41. Information about positive reinforcement methods.	N.A.	N/N	1	2	3	S/N
42. Information about effective questioning techniques.	N.A.	N/N	1	2	3	S/N
43. Information about counseling techniques for teachers.	N.A.	N/N	1	2	3	S/N
44. Information about facilitating home involvement and support for student learning.	N.A.	N/N	1	2	3	S/N
45. Information about conducting effective parent conferences.	N.A.	N/N	1	2	3	S/N
46. Information about managing organizational change and interpersonal conflict.	N.A.	N/N	1	2	3	S/N
47. Information about managing stress/ dealing with "Teacher Burn-out".	N.A.	N/N	1	2	3	S/N
48. Information about developing awareness of current brain research/ learning theory and how it applies to instructional process and strategies.	N.A.	N/N	1	2	3	S/N
49. Information about providing educational opportunities for all groups (minority groups, socio-cultural, socio-economic).	N.A.	N/N	1	2	3	S/N

50. Information about managing medical problems.	N.A.	N/N	1	2	3	S/N
51. To increase my knowledge of the function of the Resource program and the Resource Teacher role.	N.A.	N/N	1	2	3	S/N
52. To increase my knowledge of the function of the Spech program and the role of the Speech Therapist.	N.A.	N/N	1	2	3	S/N
53. Information about P.L. 94-142 and its implications for classroom teachers.	N.A.	N/N	1	2	3	S/N

DIAGNOSIS-STUDENT ASSESSMENT

I need:

54. To learn when and how to refer students for specialized services.	N.A.	N/N	1	2	3	S/N
55. Information about different approaches to diagnosing students' needs.	N.A.	N/N	1	2	3	S/N
56. To work with others in planning a student assessment program.	N.A.	N/N	1	2	3	S/N
57. To visit schools where teachers have set up exemplary diagnostic programs.	N.A.	N/N	1	2	3	S/N
58. To learn how to give both formal and informal evaluations that relate to specific instructional objectives in my classroom.	N.A.	N/N	1	2	3	S/N
59. Opportunities to observe others assessing students.	N.A.	N/N	1	2	3	S/N
60. Assistance with setting up and implementing a diagnostic program including tools for classroom observation, teacher interview, parent interview.	N.A.	N/N	1	2	3	S/N
61. Information about how diagnostic data should be interpreted when a handicap is suspected.	N.A.	N/N	1	2	3	S/N
62. To learn how to communicate with parents about the diagnosis of a student.	N.A.	N/N	1	2	3	S/N

63. Information about how to evaluate the effectiveness of a student assessment program.	N.A.	N/N	1	2	3	S/N
64. To understand the concepts of child development and how the levels of development affect learning.	N.A.	N/N	1	2	3	S/N
65. Practice in applying concepts of child development to an analysis of children's learning patterns.	N.A.	N/N	1	2	3	S/N
66. Information about the identification of stuttering problems.	N.A.	N/N	1	2	3	S/N
67. Assistance with using appropriate techniques with stutterers.	N.A.	N/N	1	2	3	S/N
68. Information about the difference between articulation, language, and voice problems and their effects on a child's classroom functioning.	N.A.	N/N	1	2	3	S/N
69. Periodic updates on current diagnostic tools and techniques for handicapped students.	N.A.	N/N	1	2	3	S/N

List any specific inservice suggestions you may have:

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